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ABSTRACT

The tenth volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on discipline and is presented in two parts. This document is a self-instructional text with a tape script and intrinsically programed sections. EM 010 442 is the first document of the volume, and EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

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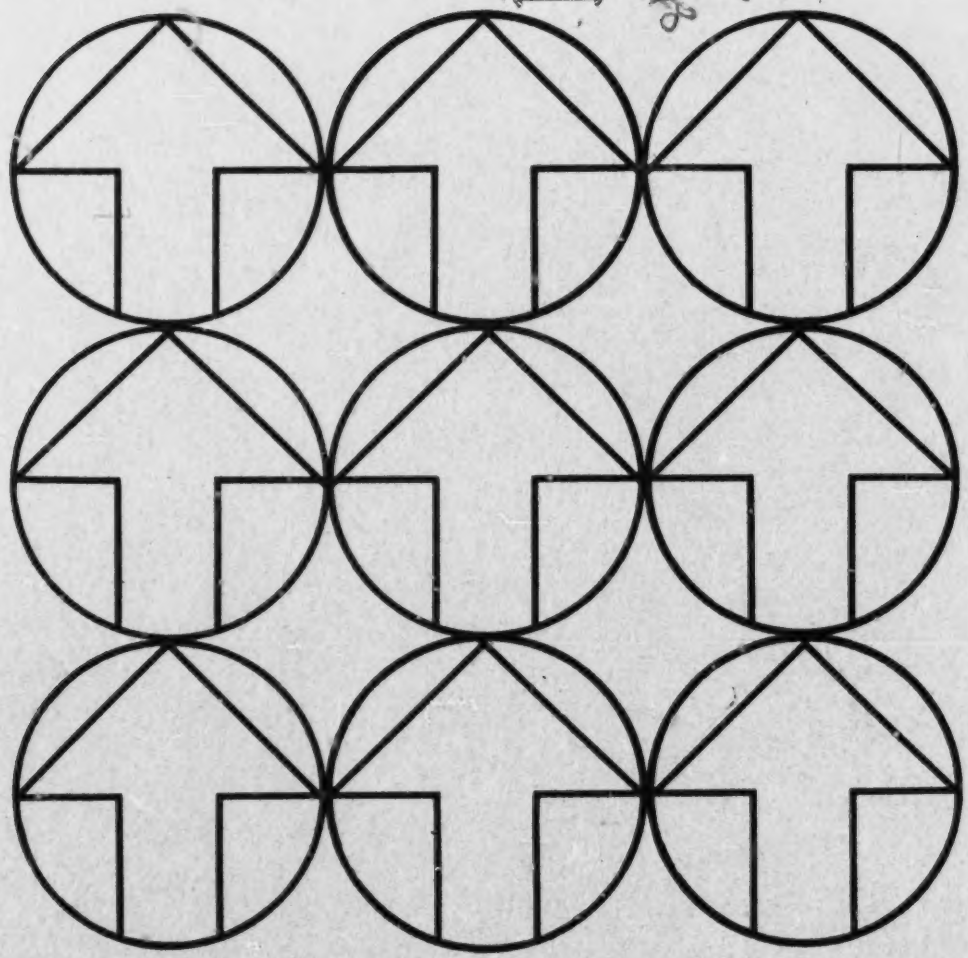

Introduction To Psychology And Leadership

Volume X — Script

Discipline

ED 071299

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TEN

DISCIPLINE

Segments I & II

Volume X
Script

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Annapolis, Maryland

1971

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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TEN

DISCIPLINE

Segment I

Introduction to Discipline

Audio Script

(HMATS)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

NOTE TO THE STUDENT

This script is designed for use instead of an audiotape with the Intrinsically Programed Booklet (IPB). Begin the segment by reading page 1 of this script, not of the IPB. The script will then direct you where to begin reading the IPB. Thereafter, instructions for progressing through the IPB will be contained on each page of the IPB.

Whenever the IPB directs you to a certain page, with the instructions to listen to another part of the tape, you will simply read the corresponding part (e.g. I, II, etc.) in this script.

INTRODUCTION TO DISCIPLINE

Read pages one and two, then follow the underlined instructions. PART I

This script accompanies the Intrinsically Programed Booklet for Part Ten, DISCIPLINE, Segment I, Introduction to Discipline.

Is discipline a harsh concept to you? Does it refer to: severity--unreasonable curtailment of freedom--unnecessary restraints on conduct--endless restrictions--adherence to arbitrary, unreasonable demands of authority? This is the meaning of discipline to many--it is NOT, however, the correct meaning. True discipline is willing acceptance of the rules--conduct--attitudes--which permit people to live together in a society. Discipline means adherence to set rules which have been found to be best suited to govern relations between individuals--to protect the interest of the whole of society. Some rules are made by duly constituted authority--are written--others, which are sanctioned by customs and usage--are unwritten. Thus, when we say that a midshipman adapts to new disciplines, we imply that he has accepted new rules of conduct.

Discipline, then, involves subjection to controls exerted for the good of the whole. Also, it involves adherence to rules--policies intended for orderly coordination of

PART I (cont.)

effort. Orderliness and discipline obviously are indispensable to a military society. This is true because without orderliness, any organization--military or not--becomes simply a mob.

As a leader you are concerned with the performance of your group as an organization. Therefore, discipline becomes one of your most important considerations. You must know the means by which discipline is fostered--you must apply these concepts--you must weld your group into a team. In this manner you will provide the setting conducive to willing acceptance of control by your subordinates. Your disciplined outfit will readily adhere to rules and policies which are intended for orderly coordination of effort. (Pause)

Now, go to page 1 of the IPB and follow the instructions.

Read this page in conjunction with page 2 of your IPB. PART II

Discipline greatly influences human performance. Good discipline permits midshipmen to make maximum contributions to the attainment of their ultimate objectives. Can you visualize one of your classmates as fitting this example? He is a fine athlete--a Trident scholar candidate--outstanding. You naturally feel like emulating him. This midshipman's activities and achievements are directly related to his application and self-management--discipline. Order and discipline are inseparable. They depend upon constant example and training. (Pause)

Now, go to page 2 of the IPB and follow the instructions.

PART III Read this page in conjunction with page 4 of your IPB.

The military organization is by no means isolated in its need for and attitude toward discipline--correct attitudes and behavior. All of society recognizes the same need and establishes (formally or informally) rules of conduct and standards of behavior to guide schools, church organizations, traffic safety, athletic teams and businesses; in short, all social activities. Discipline is necessary for an ordered way of life. Humans are essentially social by nature--gregarious. Thus, it is also natural for humans to be able to adapt to social structure--to become disciplined to social differences. As soon as a midshipman learns the rules of the Academy, he is able to work better and is happier. Acquirement of discipline then assists him to promote his individual growth potentials. We now can say that good discipline develops potential--stimulates achievement. (Pause)

Now, go to page 4 of the IPB and follow the instructions.

Read this page in conjunction with page 9 of your IPB. PART IV

Since discipline is involved with following rules, it is implied that someone had to teach--or set--these rules. Teaching, also, implies learning--learning correct behavior--learning correct attitudes. A good working definition of discipline could be: the individual--or group--attitude which guarantees prompt obedience to orders, and which produces appropriate response in the absence of orders. It becomes a state of mind which produces readiness for willing and intelligent obedience or appropriate conduct. If you are a leader of a unit which is under stress, your disciplined subordinates will provide stability for your unit. Discipline--orderliness--becomes a prerequisite of predictable performance. Consider these definitions.

> Discipline in the Navy means: a prompt and willing responsiveness to commands.
>
> Webster defines discipline as: orderly or prescribed conduct or pattern of behavior.
>
> Discipline also has been defined as: the ordering and control of behavior of one's self or one's group in ways designed to facilitate accomplishment of some defined end.

Notice how all of these definitions of discipline include the common factors of attitude of the individual--doing the right thing--being self-imposed, through willingness.

(Pause)

Now, go to page 9 of the IPB and follow the instructions.

PART V Read this page in conjunction with page 14 of your IPB.

For all practical purposes we say that morale and discipline are inseparable. It serves no purpose to try to determine which has to come first--it really does not matter much. As a leader, you must recognize that, in most instances, a unit will not have true discipline without having morale--and, conversely, most organizations would not have good morale unless they also have discipline. The important point here is that both discipline and morale are mutually reinforcing--that they both are your primary responsibilities as a leader. These points deserve very careful consideration in a few unique situations, such as active combat, where the leader may find a unit exhibiting good discipline, but poor morale.

Now go to page 14 of the IPB and follow the instructions.

Read this page in conjunction with page 15 of your IPB. PART VI

Conduct problems occur in inverse proportion to rising morale. Thus, as morale rises, the amount of required supervision is reduced. Improvement occurs throughout the organization--men are less inclined to report for sick call--unrest becomes a thing of the past. If in a competition you have one midshipman company or platoon which is clearly superior in morale to another, the result usually is decisive. And, where numbers, equipment, discipline and quality of leadership are relatively equal--morale is almost certain to decide the issue. You may have observed this fine edge in any number of intramural sports activities at the Academy in the recent past. This may be all that is required to determine who wins and who loses. (Pause)

Now, go to page 15 of the IPB and follow the instructions.

PART VII Read this page in conjunction with page 18 of your IPB.

You will discover that the effect of discipline on one of your subordinates is determined generally by the level of self-discipline among all subordinates. You should appreciate that levels of self-discipline are subject to fluctuation--they fall along a continuum.

At the compliance level--this subordinate will obey your orders--adhere to group norms--perform duties without really accepting your orders.

At the acceptance level--this subordinate identifies with your organization and attempts to make or remake himself in its image.

At the internalization level--this subordinate obtains his cues and responses from his own value structure--attitudes--and intensely held beliefs--rather than from your group--from you as the leader--or from the organization structure. Your subordinate should now be considered to be self-disciplined. (Pause)

Now, go to page 18 of the IPB and follow the instructions.

Read this page in conjunction with page 22 of your IPB. PART VIII

A midshipman at the compliance level of self-discipline obeys orders and adheres to group norms--performs duties without actually accepting orders. Consider Plebe Napster, who is putting in his time until his enlistment has fewer than 12 months to go--he can get out and go to college. He complies, gets his credits--but does not want a commission. He goes through the motions--but is not spontaneous.

A midshipman at the acceptance level of self-discipline identifies with the Academy and attempts to make or remake himself in its image. He is the plebe who tries. He may make mistakes--but they are mistakes of the positive kind--of forgetting, with no malice--he presents too stiff a brace--he is the one who stops to salute in the proper way--because he has not yet learned to walk and salute at the same time.

A midshipman at the internalization level of self-discipline obtains his cues and responses from his own value structure--attitudes--and intensely held beliefs, rather than from the group, leader, or organization. Now, you have the super-plebe--the sharp plebe--who always knows his rates. Perhaps he has studied about the US Naval Academy for years--actually knows as much about traditions as possibly the upperclassmen. He is a potential striper-type--a natural leader. This midshipman takes plebe year as a challenge to be met and mastered. He personifies two "Key Leadership Factors" which are stated as:

PART VIII (cont.) knows himself and seeks self-improvement; and, takes responsibility for his actions, regardless of their outcome.

Now, go to page 22 of the IPB and follow the instructions.

Read this page in conjunction with page 29 of your IPB. PART IX

Discipline affects morale as we indicated--it can also affect esprit de corps. The degree of your subordinate's discipline determines his willingness to forego his individual satisfaction, in order to fulfill the needs of the group--and its mission--it regulates performance and behavior and thus contributes toward unified effort. Variations which occur in standards of performance and standards of behavior among elements of your group will impair unit effectiveness.

The 2-LT who is the commander of a Marine rifle platoon must carefully avoid variations in behavior in his group. His military group can tolerate little variation in behavior of its members--it must survive under combat conditions--in spite of casualties--must function and operate expensive, dangerous equipment. Such units are highly interdependent units. (Pause)

Now, go to page 29 of the IPB and follow the instructions.

PART X Read this page in conjunction with page 33 of your IPB.

Little difference exists between the relative importance of discipline and esprit as it relates to the group and to the effectiveness of the group. When group members attain a common, positive attitude toward their group--then, a bond develops among them--a bond which reinforces the presence of discipline--esprit de corps. This aids the leader to maintain a well disciplined group. You see, discipline--morale --esprit de corps--are mutually reinforcing. This is well exemplified in the transitions which occur during plebe summer indoctrination. Plebes enter the activities, learn, adapt, and are welded into units which are able to compete successfully in the Plebe Summer Company Competition. Principles which are employed to accomplish these goals translate into almost any other leadership situation. As a matter of fact, the handout of "Key Leadership Factors" specifically instructs an effective leader to train his men as a team.

Now, go to page 33 of the IPB and follow the instructions.

Read this page in conjunction with page 35 of your IPB. PART XI

A glance into history reveals that concepts of discipline have changed throughout the years. For example, in 1895, Captain E. A. Ellis, U. S. Army, wrote that the essential component of discipline for a junior officer was "rigid adherence to rules, regularity, subordination and devotion to the established government." His frame of reference for discipline appears to have been based upon authoritarian domination--he believed the commander could--and should--resort to extreme punishment to enforce discipline. Also, he believed that enlisted men should not have privileges--that the leader need not be concerned with their welfare. We refer to these concepts as historical concepts. (Pause)

Now, go to page 35 of the IPB and follow the instructions.

PART XII Read this page in conjunction with page 36 of your IPB.

Another historical reference indicates that Captain M. B. Stewart, U. S. Army, wrote about discipline in 1905 and put forth a different philosophy. His article was one of the first which proposed that military discipline should shift from an authoritarian--domination--base. He proposed that there should be greater emphasis on explanation, persuasion, and group acceptance of authority. Thus, the Stewart thesis represents the beginning of a more rational--a managerial--approach to organizing men for combat. Stewart was also redefining the essentials of military discipline for his officer colleagues. It is interesting to note here that his thesis was actually prophetic of the modern concept of teamwork which is stressed at the present time. This is the team concept of morale and discipline. You can see how this has carried over into the traditions and policies of the U.S. Naval Academy.
(Pause)

Now, go to page 36 of the IPB and follow the instructions.

Read this page in conjunction with page 42 of your IPB. PART XIII

Military spokesmen had fully developed the doctrine of positive discipline by the year 1914. What were the basic concepts of that doctrine?--perseverance in the face of adversity--encouragement of initiative--applied psychology--development and preservation of morale--balance between military discipline and democratic political processes.

Some may still consider military discipline to be a strict code --it is different from other social disciplines, to a degree. The degree is justified because of the need for military personnel to adapt to restrictive living conditions--such as aboard a ship at sea--or--in a submarine--and--to adapt to conditions of stress which are experienced during combat. Military law prescribes the rules--rules of discipline--rules which protect basic personal rights or liberties--and rules which govern the rights and limitations of the commander.

Whatever depresses morale also weakens discipline. Training is a central issue because discipline has its roots in organizational efficiency and technical competence. It therefore is axiomatic that every military commander should study and apply psychology. (Pause)

Now, go to page 42 of the IPB and follow the instructions.

PART XIV Read this page in conjunction with page 45 of your IPB.

The military historian, Brigadier General S.L.A. Marshall, U. S. Army, Retired, has written that the philosophy of discipline has adjusted to changing conditions. As more firepower in weaponry has developed to force wider deployment of battle forces, the quality of initiative in the individual has become the most prized of the military virtues. Thus, weaponry has changed the nature of a combat unit from one in which every combatant was basically a solitary fighter to one in which each is highly dependent upon his immediate comrades as well as upon his own resources. The technology of warfare is so complex that coordination of a diverse group of specialists cannot be guaranteed by simple authoritarian discipline. The US Navy image tends to maintain a slightly authoritarian pattern in its leadership because of the nature of the mission of the Navy. Also, the social nature of shipboard life has not changed radically. For this reason, midshipmen at the Academy must learn to accommodate to restrictions--the U.S. Naval Academy is run like a ship--fleet-like--formations--musters--controlled liberties. Shipboard environment--where groups of men are isolated from other people for long periods of time, as has been the situation for several hundreds of years--has not changed as radically as the environment of other military situations. (Pause)

Now, go to page 45 of the IPB and follow the instructions.

Read this page in conjunction with page 52 of your IPB. PART XV

During combat situations, military activities often result in violence--situations of extreme crisis. Therefore, the modern military organization reserves the right to exercise drastic sanctions against its personnel under appropriate conditions. The sheer weight of the organization or the situation ensures that most leaders and subordinates will give at least minimum compliance. However, the managerial and organizational skills of the military profession determine whether or not these leaders and subordinates will demonstrate initiative--acceptance--internalization--self-confidence--and determination.

Modern discipline rests upon the willingness of subordinates to accept the authority, expertise, judgment, and power of the leader.

Now, go to page 52 of the IPB and follow the instructions.

PART XVI Read this page in conjunction with page 57 of your IPB.

Positive discipline is defined as: A composite of techniques aimed at developing a state of mind in which individuals endeavor to do the right thing, with or without specific instructions. So, you see, positive discipline applies to men while they are under your direct supervision--and, it also applies to them in their conduct while they are off duty. Positive discipline is voluntary--it is based upon acceptance--upon knowledge--reason--loyalty--and a sense of duty. (Pause)

Now, go to page 57 of the IPB and follow the instructions.

Read this page in conjunction with page 64 of your IPB. PART XVII

The best discipline is self-discipline--the individual doing the proper thing because he WANTS to do the proper thing. His performance is voluntary. Self-discipline exists--as we discussed a few minutes earlier--when subordinates are under the eyes of their seniors, and when subordinates are off duty as well. Self-disciplined men do not have to be controlled--they control themselves. Control of self is true discipline--implies many learned responses. Self-control demands habitual--but reasoned--responses--obedience to command--obedience which preserves initiative--obedience which unfalteringly functions--even in the absence of a senior. Situations occur in which there is no senior to direct activities. The self-disciplined officer in such situations will do what he believes the senior would have directed had he been present. (Pause)

Now, go to page 64 of the IPB and follow the instructions.

PART XVIII Read this page in conjunction with page 69 of your IPB.

Self-discipline, being voluntary, is internally motivated. It is based upon knowledge, logic, loyalty, and a sense of duty. The self-disciplined midshipman regulates his behavior--evaluates his projected line of action in terms of Navy regulations, and customs and traditions of the service. Thus, the midshipman has developed a common concept of proper conduct in a variety of relevant situations. As a leader, you will expect steadfast obedience and cooperation from your subordinates--and, being self-disciplined, will give the same obedience and cooperation to your seniors. (Pause)

Now, go to page 69 of the IPB and follow the instructions.

Read this page in conjunction with page 72 of your IPB. PART XIX

Negative discipline is the exercise of corrective action or the application of punishment--force--penalties--to provide deterrents and thus prevent undesired behavior. Punishment should be directed to control future behavior--behavior of the individual immediately concerned--and behavior of the group to which the subordinate belongs. Negative discipline is based upon the fear of consequences that will follow a breach of rules or practices. (Pause)

Now, go to page 72 of the IPB and follow the instructions.

PART XX Read this page in conjunction with page 76 of your IPB.

Discipline and punishment should never become synonymous. You should first attempt to influence your subordinates with positive discipline. If your subordinates fail to respond to positive discipline, you should not hesitate to punish--use negative discipline--as an appropriate leadership technique. Punishment--negative discipline--like dynamite, can be strong--dangerous--valuable--and destructive. It can be effective when properly used or alarmingly destructive when improperly used.

Naval hero John Paul Jones had words of counsel for naval officers. He is quoted as saying of the leader, "No meritorious act of a subordinate should escape his attention or be left to pass without its reward--if even the reward be only one word of approval. Conversely, he should not be blind to a single fault in any subordinate, though at the same time he should be quick and unfailing to distinguish error from malice, thoughtlessness from incompetency, and well-meant shortcoming from heedless and stupid blunder. As he should be universal and impartial in his rewards and approval of merit, so should he be judicial and unbending in his punishment or reproof of misconduct." (Pause)

Now, go to page 76 of the IPB and follow the instructions.

Read this page in conjunction with page 79 of your IPB. PART XXI

The happiest--most efficient ships, are those where discipline is firm and where infractions are punished--promptly--uniformly --and adequately. As a leader, you must maintain firm discipline --punish infractions promptly, uniformly, and adequately. You will notice that this point is included in the list of "Key Leadership Factors." It is stated there that: "An effective leader is consistent, but not inflexible." Officers of any rank--including midshipmen--also must be loyal to their subordinates--take an interest in them--make sure that they are granted deserved rights and privileges. If you are that officer, remember that you can drive your subordinates to obedience-- but, you cannot drive them to loyalty.

What are the practices you should follow as an officer to merit loyalty of your subordinates?

Commend publicly and reprove privately

Avoid losing your temper, or using sarcasm and ridicule in dealing with your subordinates

Keep your subordinates out of trouble, or detect trouble before it becomes serious

Consider how counseling or a private reprimand may save a mast or court-martial sentence. It serves no purpose whatever for an officer to argue with a drunk. The drunk should be turned over to the master-at-arms for appropriate control until he has become sober.

PART XXI (cont.) As an officer, you should avoid just standing by--letting trouble develop when it is possible to stop or avoid it--such as a fight or argument between crews of rival ships or services. (Pause)

Now, go to page 79 of the IPB and follow the instructions.

Read this page in conjunction with page 89 of your IPB. PART XXII

Let us consider now how the degree of discipline of any serviceman--including midshipmen--may be indicated:

Professionalism and devotion to duty;

Attention to details such as who, where, what, when, why;

Proper conduct on and off duty;

Standards of dress, bearing and cleanliness;

Alert responses;

Prompt and correct action in an emergency;

Careful use of property;

Degree of exhibited enthusiasm;

High degree of self-discipline; and

Cooperative attitudes reflected among others.

For example: MIDN 1/c Munn knows the schedule of each man in his squad and where he is from, evidence of attention to details of who, what, where, when, and why. Also, he is the coach of the softball team and as such--is in charge of the gear. He maintains careful records of all the equipment he issues and often checks the equipment for damage. This is evidence of his careful use of property. (Pause)

Now, go to page 89 of the IPB and follow the instructions.

PART XXIII Read this page in conjunction with page 95 of your IPB.

Degrees of discipline within any group may be indicated by:

Proper senior-subordinate relations;

Consistently high level of performance; and

Demonstrated confidence in the performance of duties (both by subordinates in their performance and by leaders toward subordinates).

Degrees of discipline within the group also may be indicated by the demonstrated degree of mutual respect in the unit--evidenced by observance of proper military courtesy--a minimum of personal conflicts. And, the degrees of discipline may be revealed by the record of low incidence of punishable behavior --by a minimal need for counseling through outside agencies. (Pause)

Now, go to page 95 of the IPB and follow the instructions.

Read this page in conjunction with page 98 of your IPB. PART XXIV

There is a different emphasis on discipline required during combat from that required during peacetime. It is the same discipline, with a different emphasis. Generally, in the combat command, everyone accepts the necessity for prompt and strict compliance with orders--and behaves accordingly. Strict discipline must be maintained--life or death may be at stake. Consequences of acts during peacetime are not quite so vital--discipline derives from a slightly different emphasis. The elements of discipline involving survival of self--or ship--during combat, take a higher priority than during peacetime. The use of protective gear--helmets--lifejackets--certainly is more important during combat situations. Conversely, peacetime appearance-type indicators such as protocol, customs and traditions of the service may slip during times of great stress. This may not be a matter of desire as much as a matter of practicality--placing first priorities ahead of niceties. The leader must restore proper levels of expected performance and appearance--including policing of the ship--during slack periods of combat. It should be noted that there is a great possibility of a marked increase in disciplinary problems immediately upon cessation of hostilities, particularly in a unit which has been actively engaged in combat. Thus, there must be a shift of emphasis, and disciplined subordinates willingly shift with the need and situation as required. (Pause)

Now, go to page 98 of the IPB and follow the instructions.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TEN

DISCIPLINE

Segment II

Development and Maintenance of Discipline

Audio Script

(HMATS)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

NOTE TO THE STUDENT

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DEVELOPMENT AND MAINTENANCE OF DISCIPLINE

Read this page, and follow the underlined instructions. PART I

This script accompanies the Intrinsically Programed Booklet for Part Ten, DISCIPLINE, Segment II, Development and Maintenance of Discipline.

In this segment you will learn techniques that are used for developing and maintaining discipline. Techniques for preventing insubordination will also be presented, along with a discussion of dissent and its effect on the system.

Men are controlled to a large extent by two motives; the hope of reward and the fear of punishment. The control exercised by these motives may be the result of internal influences, i.e., the will, conscience, or basic values of the individual. Control may also be the result of external forces, such as the policies, procedures, traditions or standards of a group or a leader to whom the individual is exposed. Regardless of the source of control, the reward or punishment motives play an important part in the development of discipline.

Go to page 1 of the Intrinsically Programed Booklet and follow the instructions.

PART II Read this page in conjunction with page 4 of your IPB.

Since reward and punishment play an important part in discipline, the influence of each must be considered.

A reward is something of value that a midshipman may obtain as a result of his good performance. To represent something of value, the reward must be something that satisfies a basic drive, such as recognition for a difficult job well done; or something that can be used to gain some satisfaction, such as an extra weekend liberty.

As a motivating device, a reward can have a positive influence. If a midshipman wants a reward, he will be willing to expend a great deal of effort to get it. Attaining the reward will build his morale and reinforce his desire to continue to do well.

A midshipman who wants to achieve the top peer rating in his unit in order to become a Brigade striper goes about his duties with a smile and a pleasant attitude. He carries out each assigned task to the best of his ability, expending whatever effort is required without appearance of being a "grease ball." He expends additional energy volunteering to do extra things, such as working during his free time on special Brigade projects, assisting in local civic activities, tutoring underclassmen, and hosting visiting tour groups, instead of going on liberty. In short, he exemplifies the Key Leadership Factors so necessary to becoming an effective leader, such as: setting the example, learning to be a good follower, knowing himself and seeking self-

improvement, and taking responsibility for his actions, regardless of the outcome. PART II (cont.)

When he receives the top p[illegible] rating in his unit, he receives special recognition from the Commandant of Midshipmen by being designated a Brigade striper. All of this tends to build up his morale and reinforces his desire to do well, since it adds to his belief that the way to success in the Navy is to pay close attention to duties, to display honesty in dealing with all hands, and to demonstrate a sincere love for the Navy and for his country.

Go to page 4 of the Intrinsically Programed Booklet and follow the instructions.

PART III Read this page in conjunction with page 9 of your IPB.

The use of a reward as a motivating device can have detrimental effects which the leader must guard against. There are two real disadvantages to the use of rewards.

First, offering a reward could foster the use of dishonest methods. A division officer would normally praise his men who clean their compartments unusually well. However, if early liberty were promised for very sharp compartments, one sailor might try to monopolize all the cleaning equipment and polishes that another sailor needs to gain the reward. In such a case, a reward may encourage an individual to attempt to gain the reward without having earned it in the first place.

Lastly, an individual may cease to comply or perform well when the reward is no longer possible. Though the compartment cleaners above honestly worked hard to attain early liberty, they might be inclined to cease doing conscientious work when early liberty is no longer possible for them, due to increased work load or some other factor.

Quite naturally, a reward promised but never delivered will have a detrimental effect on discipline. The effects, in some cases, can be quite severe. Care should be taken to avoid going out on a limb by promising a reward you cannot deliver.

Go to page 9 of the Intrinsically Programed Booklet and follow the instructions.

Read this page in conjunction with page 11 of your IPB. PART IV

An unpromised and unexpected reward is a valuable and flexible tool for a leader. An unexpected word of praise or expression of thanks can carry far greater weight than the words themselves--merely for being unexpected. Few men would exert themselves to any degree for the promise of a few words of praise, but the same words can have considerable impact and influence if given when not expected.

The unpromised reward can be used to bolster continued performance or discipline that meets the standards established. Many jobs have little opportunity for excellence or publicity or recognition, yet they are essential to the smooth functioning of an organization. The men involved daily perform their routine duties in a satisfactory manner. An occasional pat on the back or early liberty will go far toward preventing the deteriorating performance that sometimes occurs in routine, monotonous jobs. Performance up to standards deserves its reward, too.

Great care must be taken, however, to make the unexpected reward proportionate to the performance which earned it. Risk of life and limb in a crisis deserves a medal, but the daily efficient maintenance of files does not; and in the latter case such a recommendation would probably expose both the leader and the recipient to considerable embarrassment and possible ridicule.

Go to page 11 of the Intrinsically Programed Booklet and follow the instructions.

PART V Read this page in conjunction with page 16 of your IPB.

Punishment is considered to be the opposite of reward; that is, it is some unpleasantness that comes to the individual as a consequence of failing to meet the desired standard. Punishment, too, has a very definite influence on discipline. It is to be hoped that discipline and performance can be maintained without punishment; however, we must not lose sight of the fact that the fear of punishment is a strong motivating force.

Strange though it seems to discuss it in these terms, the use of punishment does have several advantages. First, it is easier to select a punishment that most men would want to avoid than it is to select a reward that most men will strive for. No one wants extra duty, but not all men feel strongly about early liberty.

Second, punishment very clearly shows a behavior to be avoided. For example: being late to formation warrants five demerits; also, the unauthorized wearing of civilian clothes in town warrants 30 demerits. Publication and the administration of such punishment clearly points out the behavior to be avoided.

Third, and last, it is easier to administer punishment than reward. Practically speaking, a junior officer is rather limited in the type and frequency of reward he may offer; but, he can administer corrective action and/or recommend punishments for poor or improper performance.

Go to page 16 of the Intrinsically Programed Booklet and follow the instructions.

Read this page in conjunction with page 19 of your IPB. PART VI

The use of punishment, quite naturally, has its disadvantages. One is that when punishment is threatened but not administered, it loses its effectiveness in building or maintaining discipline. Inexperienced officers frequently hint at punishment when giving an order, implying that the subordinate must "do this right, or you'll be in trouble." By the time the task is completed, the officer may easily forget his earlier threat, but the subordinate will not forget. Should the officer fail to take corrective action or recommend punishment when the job is not done properly, the men will soon lose any fear of punishment.

Another disadvantage of punishment is that it does not show the individual what he should do; only what he should not do. That, of course, is only half of the story. Men should actively strive for positive goals, rather than merely avoiding those behaviors that will bring punishment.

Third, punishment creates an adversary relationship rather than a cooperative, or even competitive, relationship between the leader and his subordinates. Little effective work can be accomplished when subordinates are antagonistic and fighting the system.

Go to page 19 of the Intrinsically Programed Booklet and follow the instructions.

PART VII Read this page in conjunction with page 26 of your IPB.

There is a form of punishment which is generally poor policy, but may occasionally be warranted. That is group punishment. Though not to be used frequently or carelessly, group punishment can play an effective role in maintaining discipline, provided certain specific guidelines are observed.

First, the group must be warned in advance that group punishment will be administered for failure to perform as directed. The leader should not wait until after poor performance at a parade to announce that such poor performance has "earned" the group weekend restriction. Notice should clearly be given ahead of time that improper parade performance would cancel weekend liberty.

Second, group punishment should be administered only as a result of poor duty performance, such as parade, room inspection, etc. No group should be punished for deficiencies when there is no opportunity for the group itself to exert its influence to attain the proper performance. For example, group punishment should not be given as a result of off-duty activities; i.e., the group's UA rate, improper conduct on leave and so on.

Group punishment (and group reward, as well) can do much to promote learning, motivation, and group solidarity when properly administered for the proper reason.

Go to page 26 of the Intrinsically Programed Booklet and follow the instructions.

Read this page in conjunction with page 28 of your IPB. PART VIII

In order to maintain effective discipline in a group, the leader must do several things. He must help new personnel to make sense of the organizational environment and then help them come to terms with it. He must effectively use the available controls of rewards, sanctions, and paths to goals. These challenges are particularly applicable during plebe summer. The squad leader must inculcate values and high standards of military behavior. He must stress each midshipman's responsibility to the unit and to his fellow midshipmen. In other words, the leader must apply the Key Leadership Factor stated elsewhere as: "An effective leader seeks responsibility and develops a sense of responsibility among his subordinates." During plebe summer, for example, the squad leader should inculcate discipline through ongoing, day-to-day operational activities. He should also make sure that learning experiences not specifically designed to promote discipline do not produce learning contrary to good discipline.

Discipline is more easily maintained when midshipmen and the leader know the regulations, procedures, and doctrine that effect them. Each midshipman must know his own duties, responsibilities, and requirements for conduct.

When first classmen treat underclassmen with consideration, courtesy, and respect, discipline is enhanced. The underclassmen feel more secure when they know they receive a reward or punishment because of their behavior and not because of a first classman's whim, mood, or preference.

PART VIII (cont.) Positive discipline can be established in a group. One of the techniques a company commander can use to establish positive discipline in his company is to maintain a general attitude of approval of the organization. Any feeling of contempt or lack of trust on his part will be transmitted to the company and cause a general letdown of morale. Also, the underclassmen must know that the firstclassmen are behind them as long as they perform their duties to the best of their abilities.

Another technique that is useful in establishing positive discipline is to use education rather than punishment where this is permissible. Good training and education instill discipline by overcoming resistance to obedience and resentment of authority. Education should be used primarily to reinforce self-discipline in individuals or groups. Penalties should be applied only after educational methods have failed.

Go to page 28 of the Intrinsically Programed Booklet and follow the instructions.

Read this page in conjunction with page 26 of your IPB. PART IX

To continue, the remaining three techniques for establishing positive discipline are all concerned with keeping subordinates informed.

One of these techniques is to always let your subordinates know what is expected of them. A new leader should tell his men as soon as possible after taking command of his new unit what he expects from them. This is appropriate at all levels from squad leader to CNO. He should issue formal directives when appropriate and his verbal instructions should always be clear. Second, a subordinate always works better when he fully understands the relationship of what he does and how he does it to the entire task or operation. Finally, the leader should keep his subordinates informed of their mission. All hands should be kept informed of their progress on the job. This is equally important whether the progress is acceptable or not. Another Key Leadership Factor certainly applies to our discussion so far. It is: "An effective leader keeps his men informed."

Go to page 29 of the Intrinsically Programed Booklet and follow the instructions.

PART X Read this page in conjunction with page 30 of your IPB.

When ENS Cowell took over the 2nd Division, he detected a definite lack of positive discipline in the division. Fortunately, he was aware of and used the techniques for establishing positive discipline. He maintained a general attitude of approval of the organization, and made sure his men knew that he would be behind them as long as they performed their duties to the best of their abilities. He used education, rather than punishment, whenever possible, since he realized that poor performance or seeming neglect of duty could be due to a lack of knowledge of rules. He made sure that the men knew what was expected of them at all times. He kept his division informed of the mission of the ship in general and how they contributed to that mission. He saw to it that each man was kept informed of his progress toward advancement. By enlisting the aid of the leading petty officers of the division in applying these six techniques, ENS Cowell was able to change the tone of his division and establish positive discipline.

Go to page 30 of the Intrinsically Programed Booklet and follow the instructions.

Read this page in conjunction with page 35 of your IPB. PART XI

Fear is a controllable emotion induced by the sympathetic nervous system and involving a whole physiological pattern. Fear is a constant companion in combat, and is characterized by unpleasantness, fatigue, and a desire to escape. Fear also produces individual symptoms such as violent pounding of the heart, a sinking feeling of sickness in the stomach, and trembling.

General George Patton, in a famed World War II speech, made the following perceptive statement about fear:

> "Every man is frightened at first in battle. If he says he isn't, he's a goddam liar. Some men are cowards, yes. But they will fight just the same, or get the hell scared out of them watching men who do fight, who are as scared as they.
> "The real hero is the man who fights even though he is scared. Some get over their fright in a few minutes under fire; some take hours; for some it takes days. The real man never lets fear of death overpower his honor, his duty to his country, and his innate manhood."*

Panic, or uncontrollable fear, often results from extreme stress. But, panic can also result when an individual is poorly equipped, or unprepared, to face an unexpected high-stress situation. A highly-disciplined young lieutenant, for example, may experience brief moments of near panic when it appears that the enemy has executed a tactic for which his training did not prepare him.

*as quoted by W.B. Mellor in Patton, Fighting Man, G.P. Putnam's Sons, New York, 1946, pp 2,3.

PART XI (cont.) Panic behavior can arise because the breakdown of discipline and coordination makes it appear to the individual that the only thing left is to save himself the best way he can. This breakdown occurs most often when danger is perceived as involving an immediate grave bodily threat. This threat need not be actually present to cause panic; it need only be perceived as present.

When panic does occur, for whatever reason, discipline is gone. However, a highly-disciplined individual is able to come back to reality and rationality much more quickly than a less highly-disciplined individual. For example, a carrier pilot may become panicky when he fails to get down on his first two passes since he knows that he is rapidly consuming his fuel. A pilot with good discipline, however, will overcome the emotional and physical effects of panic and land his plane correctly. A less highly-disciplined pilot may be unable to overcome his panic.

Go to page 35 of the Intrinsically Programed Booklet and follow the instructions.

Read this page in conjunction with page 41 of your IPB. PART XII

The individual or group that lacks confidence provides an open door to fear and possible panic. Much of the training during plebe summer is designed and conducted primarily to instill confidence in the plebe. The new midshipman goes through a series of strenuous exercises, such as the physical education program, learning to drill, parade, reading signal flags, and handling small arms; all of which are meant to build confidence. Following plebe summer, the new squad leader should challenge the plebes with increasingly difficult training problems to continue promoting confidence. Not only should these be individual problems, but, just as important, team problems, to develop confidence in the group that the individual must work with. Self-confidence goes hand-in-hand with confidence in teammates and shipmates. Remember here the Key Leadership Factor: "An effective leader trains his men as a team."

Before entering situations which might generate fear or panic, the leader should eliminate any lack of knowledge on the part of the men which might generate fear or permit panic. Explaining the situation they face, the enemy's disposition, strength, type of weapons, tactics, etc. will do much to dispel the common fear of the unknown.

PART XII (cont.) Just as important is that the leader do as much as possible to help the men solve their personal problems. Such problems make an individual more prone to fatigue, as a result of worry; and, therefore, make the individual more vulnerable to panic. The leader should make it well known that any man may come to him at any time with any sort of problem. Remember, treating every person as an individual, not as a number, is a Key Leadership Factor, one which is particularly effective in combating fear and panic. Naturally, the discussion should not appear to pry into the private life of anyone. It may be that the leader is able to recommend a reasonable solution to the problem, but there should be no hesitation about sending the person to someone else for help. The goal is to prevent panic by removing any factor which might make a person susceptible to fear or panic, and to restore individual and group confidence.

Go to page 41 of the Intrinsically Programed Booklet and follow the instructions.

Read this page in conjunction with page 46 of your IPB. PART XIII

Nowhere is the truth of the old saying "An idle mind is the devil's playhouse" more apparent than in situations immediately prior to combat. The leader must take pains to be sure that the men are occupied as much as possible in the time leading up to the point of facing fear. Keep the men busy cleaning weapons, filling sandbags, conducting general quarters drills, etc. The point is to reduce the opportunity to dwell on the unknown in the future. Keep them busy, within reason, by all means.

The leader should, whenever possible, dispel loneliness. Frequent personal visits to the various groups by the leader will reassure the men and help to relieve anxiety. Indicate where other friendly units will be, or are, located and the role they will play when assistance is required. If at all possible, keep the men close together so they may see one another and talk together easily. No one should feel that he is all alone to face the situation by himself.

Go to page 46 of the Intrinsically Programed Booklet and follow the instructions.

PART XIV Read this page in conjunction with page 51 of your IPB.

Every man experiences fear in combat and other situations of danger. When controlled, fear presents little difficulty in the completion of a mission. Uncontrolled fear, that is, panic, always works against the mission. Every leader must be constantly aware that panic is a real possibility and take steps to prevent it. Fortunately, preventive measures are rather simple and generally effective.

From the day a man enters military service he should be aware that he is likely to face situations that will cause fear. A few minutes before he enters combat is not the time to prepare a man to face fear and prevent panic. It should be clear to all, well in advance, that fear will tend to reduce their efficiency in combat, and that this emotion is indicated by fatigue, trembling, pounding heart, and sick feelings. Every person facing danger will experience fear. A talk by a medical officer on the psychological effects and the effects on clear thinking will be of value. This should be followed by occasional discussions conducted by the leader stressing that fear is a perfectly natural emotion, and explaining the symptoms to be expected and the experiences of veterans of combat in overcoming fear. It is important that, during such discussions, the leader's voice and bearing express positive assurance and optimism. Make clear that the enemy is not a supernatural being--he, too, experiences fear in the same degree that we do.

Go to page 51 of the Intrinsically Programed Booklet and follow the instructions.

Read this page in conjunction with page 53 of your IPB. PART XV

Combat is known as the severest test of discipline to be found. In the unit with truly effective discipline, combat will reinforce and upgrade discipline. Those units with only a surface appearance of discipline or the bare minimum of discipline, however, will probably crack under the stresses of combat and fail in their mission.

Individuals must face the test of self-discipline; that is, can I do what must be done in spite of the hazards? The leader can help the individual acquire self-discipline through the judicious use of counseling, encouragement, and, when necessary, mild punishment.

Foster self-discipline and group discipline by explaining, when practicable, the reason for an order before it is given. Though seldom possible in combat situations, this is a desirable technique during training exercises, breaks in marches and during drills aboard ship. In addition, the leader can reduce tension by explaining what he knows of the tactics and weapons of the enemy, and the battle plan of the ship or task force.

Combat is a test of sufficient difficulty in itself that the leader must do whatever possible to remove or alleviate any outside factor which may tend to permit or foster the possibility of panic.

Go to page 53 of the Intrinsically Programed Booklet and follow the instructions.

PART XVI Read this page in conjunction with page 58 of your IPB.

Nearly every officer, at least once in his career, faces the problem of insubordination. For our purposes at this time, we will define insubordination as the failure, or refusal, of a subordinate to obey a direct order. There are a few rare individuals for whom the punishment established in the Uniform Code of Military Justice is the only answer. However, it is equally important that the leader know of and practice those things which are most likely to forestall insubordination.

There are two specific techniques which have been effective in preventing insubordination. First, maintain discipline by reinforcing the positive mental attitudes which help the individual understand the necessity for obedience and which instill a firm desire to comply. The leader should, beginning at the earliest stages of the subordinate's career and at every opportunity thereafter, explain the importance of obedience and exactly what it means, not only to the individual himself, but to the unit as a whole. It has been found that, when a person believes in the group objectives, these objectives are a strong motivating force toward instilling and maintaining discipline. A well-disciplined unit will, as you might expect, have more men volunteering for special tasks, or even hazardous duty, than the poorly disciplined unit.

PART XVI (cont.)

The second useful technique for preventing insubordination is to develop team spirit within the group. This will reinforce discipline by implanting the knowledge that the safety and achievements of the "team" are more important than the safety and achievements of the individual. If properly generated during training, this team spirit of "The guys depend on me" will do more to forestall fear and insubordination than all the pep talks, threats and flag waving that you could do. As leaders, you can do a great deal to encourage and foster this spirit by occasional talks on the subject and by inviting the Commanding Officer to speak on the same subject. Platoon and company competitions in a variety of activities are also quite useful.

Insubordination is a very real possibility in the poorly disciplined unit. Begin early to promote those activities and attitudes which help in preventing it. When insubordination occurs, punishment may be the only remedy, but it is a poor alternative to prevention.

Go to page 58 of the Intrinsically Programed Booklet and follow the instructions.

PART XVII Read this page in conjunction with page 62 of your IPB.

GEN Lew Walt, USMC, has said that dissent and the system are incompatible. Where one is present, the other cannot work. The military service cannot afford even a tiny minority of dissenters. It has been shown that the state of discipline in a unit and the number of casualties it suffers in combat are nearly always in inverse ratio; that is, the higher the discipline, the lower the casualty figures. Dissent, of any kind, in any unit, will erode discipline. The incompatibility of dissent and system can be clearly seen in the following example:

> A young second lieutenant, believing in military democracy, got into the habit of checking everything out with his men. There came a time when he and his platoon were confronted by enemy forces in a strong, well-fortified position. The lieutenant found that there was no way for him, as the leader, to prompt or force the men to exert extra effort and reach into that reservoir of energy and bravery that all well-disciplined soldiers possess. The men in the platoon, being used to his slack method of giving orders, were not all of the same mind about what should be done to overcome the enemy in their strong position. This was the worst kind of dissent, for it needlessly cost the young lieutenant's life and the lives of many other members of the platoon.

Dissenters, whether they be officers, including midshipmen, or enlisted men, are violating the oaths they have taken, but more seriously, they are endangering the security and welfare of our nation. Such men are involved in a dangerous, self-destructive process. Few, if any, nations have fallen to enemies from without; they fall because of dissension from within.

Go to page 62 of the Intrinsically Programed Booklet and follow the instructions.